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IN REPLY REFER TO:

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United States Department of the Interior

NATIONAL PARK SERVICE

FORT McHENRY NATIONAL MONUMENT AND
HISTORIC SHRINE
BALTIMORE, MARYLAND 21230

JUL 16 1965

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Dear Teacher:

Fort McHenry is pleased to offer an educational program, designed to help students understand Fort McHenry's role in our nation's history. The program is divided into three parts: FORT McHENRY - 1798 to Present; WAR OF 1812: A City Prepares for Battle; and THE CIVIL WAR.

The Teacher's Guide, Pre-Visit Package outlines the recommended grade levels, lengths of programs, and numbers of participants; states behavioral objectives; briefly describes each program, and recommends pre-visit activities to enhance your on-site experience. Please follow the guidelines to assure the greatest enjoyment of your visit to the park.

Information for making reservations and preparing for your trip to Fort McHenry is also included.

If you have questions, please call Group Reservations at 962-4299. It is our pleasure to assist you.

Sincerely,

John A. Crosse-Barnes
Superintendent

Fort McHenry — 1798 to Present

ABC's of Fort McHenry

Armistead
Bombs
Barracks
C'annons
Canteen
Soldiers
Sailors

GRADES: 1-3
TIME: 45 minutes
NO. OF PARTICIPANTS: 30 or less

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to identify at least two features of the Star Fort, and to name two personalities associated with the Battle of Baltimore.

PROGRAM: Viewing the 15-minute introductory film is optional for this grade level. If the film is viewed, please add 15 minutes to the total time of the program.

A ranger will meet the group at the Sally Port. The group will gather around a felt board in the fort classroom and, with the aid of felt letters and figures, will discuss specific features of the fort and the Battle of Baltimore.

PRE-VISIT ACTIVITIES: To familiarize students with the buildings inside the fort, read "The Star Fort," which is included in this guide.

Ft. McHenry Fact Finder Hunt

GRADES: 4-6 and 7-9
TIME: 60 minutes
NO. OF PARTICIPANTS: 40 or less

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to identify five important dates and three persons associated with the fort's history. In addition, they will be able to explain why Fort McHenry is a National Monument and Historic Shrine.

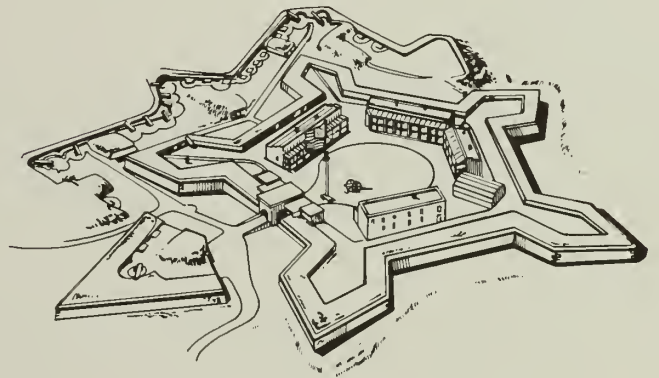
PROGRAM: After the 15-minute introductory film, the ranger will meet the group in the auditorium, and will divide the students into teams of three or four members. Each team will be given a Fact Finder Sheet. The ranger will explain the rules of the hunt and will go over the questions on the sheet. Team members will answer the questions by viewing the exhibits in the Visitor Center, on the grounds, and in the Star Fort. After 30-45 minutes, the group will reassemble in the fort to summarize the information collected.

TEACHERS AND PARENTS ARE TO SUPERVISE GROUP MEMBERS AT ALL TIMES DURING THEIR VISIT.

PRE-VISIT ACTIVITIES: Read "History of Fort McHenry," included in this guide.

Make a time line of the fort's history, pinpointing important dates.

Discuss why areas become national parks.



General Information

SAFETY:

For a safe and enjoyable visit, please observe these safety rules. Do not climb on cannons, statues, exhibits, the mounds outside the Star Fort or trees; do not venture too close to the edge of the fort walls; do not walk on the sea-wall; do not throw snowballs, stones, crab apples or other missiles. Children must have adult supervision at all times during the visit. We recommend one adult for every ten children.

PARK HOURS

Fort McHenry is open daily except Christmas and New Year's Days, 9 a.m. to 5 p.m. (9 a.m. to 8 p.m. Memorial Day thru Labor Day). Buildings close 15 minutes before park closes.

FACILITIES

The Visitor Center, located near the parking lot, contains exhibits, rest rooms, a gift shop, and an auditorium where a 15-minute film on the history of the fort is shown every half hour.

The Star Fort contains exhibits which trace its history.

Rest rooms inside the Star Fort are equipped to handle large groups. To save time, please use these facilities instead of those inside the Visitor Center.

PICNICKING

Picnic tables are located outside the fort. Students should bring lunches and beverages. There are no vending machines or cafeteria in the park.

ABOUT YOUR VISIT

Groups planning to visit the park must make reservations to guarantee a film showing and/or a guided activity. Spring (April, May and June) is the busiest time of year for group visits. Make reservations as early as possible, for only a limited number of groups are scheduled each day.

Two types of reserved programs are offered: (1) a showing of the park film (15 min. color), and (2) a showing of the film, followed by a ranger-guided activity.

You may schedule a film showing only on the hour or on the half hour daily 9 a.m. to 4 p.m. Please contact us at least one week in advance.

Film showings followed by a guided activity are scheduled on the hour only, from 9 a.m. to 4 p.m. Please contact us at least three weeks in advance. Allow at least one hour for your visit.

Select one of the programs described on the following pages that best meets the needs of your class. Then reserve a date and time and give the following information: 1) grade level, 2) number of students and adults, 3) the program you have selected, and 4) any special needs or problems that group members may have.

After you make a reservation, we will send you a confirmation letter which you should bring with you when you visit.

To eliminate congestion in the Visitor Center, please follow this procedure:

1. Check in with ranger at the information desk. Students should remain outside or on the bus until instructions are given.
2. If scheduled to do so, see the film.
3. After the film, meet the ranger who will conduct your program.
4. If you wish to visit the gift shop after your program, please allow extra time for your visit.

If you have questions concerning the programs or the reservation system, please call the park at 962-4299, Monday through Friday, 8:00 a.m. — 11:00 a.m., and 1:30 p.m. — 4:00 p.m.

EACH YEAR, FORT MCHENRY IS VISITED BY HUNDREDS OF GROUPS. IT IS IMPERATIVE THAT YOU ARRIVE ON TIME BECAUSE WE CANNOT HOLD RESERVATIONS. IF YOU ARE RUNNING BEHIND SCHEDULE, PLEASE CALL. WE MAY BE ABLE TO MAKE OTHER ARRANGEMENTS.



War of 1812: A City Prepares for Battle

Training of Gun Crews



GRADES: 4 and above
TIME: 45 minutes
NO. OF PARTICIPANTS: 80 or less

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to identify the pieces of artillery equipment, explain their use in the loading and firing of the 1814 cannon, and describe the purpose, location and importance of the fort's guns during the battle.

PROGRAM: After the 15-minute film, a ranger will meet the group at the Sally Port, and direct them to the 1814 cannon. The ranger will discuss the different gun crews that were at Fort McHenry during the battle, and explain the parts of a cannon. Five to eight students will be selected to participate in a dry-fire cannon drill.

PRE-VISIT ACTIVITY: Review "The Defenders," included in this guide.

The Flag

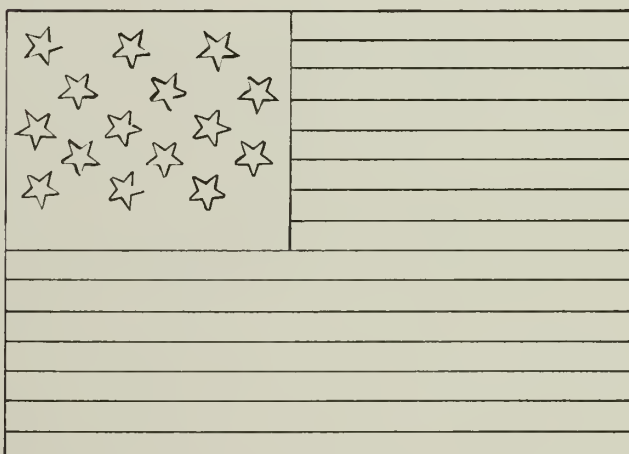
GRADES: 3 and above
TIME: 45 minutes
NO. OF PARTICIPANTS: 30 or more

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to answer the following questions about the Great Garrison Flag: By whom and when was it made? What are its dimensions? How many stars and stripes does it have? What is its relationship to the writing of "The Star Spangled Banner?"

PROGRAM: After the 15-minute film, a ranger will meet the group at the Sally Port. Inside the fort, students will unfold a replica of the 1814 Garrison Flag that inspired Francis Scott Key to write the words to "The Star Spangled Banner." The ranger will lead a group discussion on the history of the flag, flag etiquette, and the writing of the poem.

NOTE: In the event of inclement weather, this program will be conducted in the auditorium, using a 2' x 42' stripe which represents a stripe on the 1814 flag. Because of the size of the flag, this program will not be conducted for groups of less than 30 people.

PRE-VISIT ACTIVITIES: Read "The Great Garrison Flag" and "Francis Scott Key," included in this guide. Conduct a classroom discussion on the proper treatment and handling of flags.



War of 1812: A City Prepares for Battle

Uniforms of the Artillery Soldier

GRADES: 3 and above

TIME: 45 minutes

NO. OF PARTICIPANTS: 60 or less

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to list the major components of the circa 1812 artillery uniform, and to describe how these items fit into the soldier's lifestyle. In addition, students will be able to explain the role of artillery soldiers in the defense of Fort McHenry.

PROGRAM: After the 15-minute introductory film, a ranger will meet the group at the Sally Port. A volunteer will be selected to model the artillery uniform. The various parts of the uniform will be discussed.

PRE-VISIT ACTIVITY: Review "History of Fort McHenry," "The Star Fort," "Why Baltimore," and "The Defenders," included in this guide.

A Soldier's Knapsack

GRADES: All grades

TIME: 45 minutes

NO. OF PARTICIPANTS: 60 or less

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to list the items found in a soldier's knapsack, and to explain how these items related to the soldier's lifestyle.

PROGRAM: After the 15-minute introductory film, the group will join the ranger inside the Star Fort to view and discuss the contents of a soldier's knapsack.

PRE-VISIT ACTIVITY: Review "The Defenders," included in this guide.



The Civil War

The Civil War Soldier

GRADES: 7 and above

TIME: 45 minutes

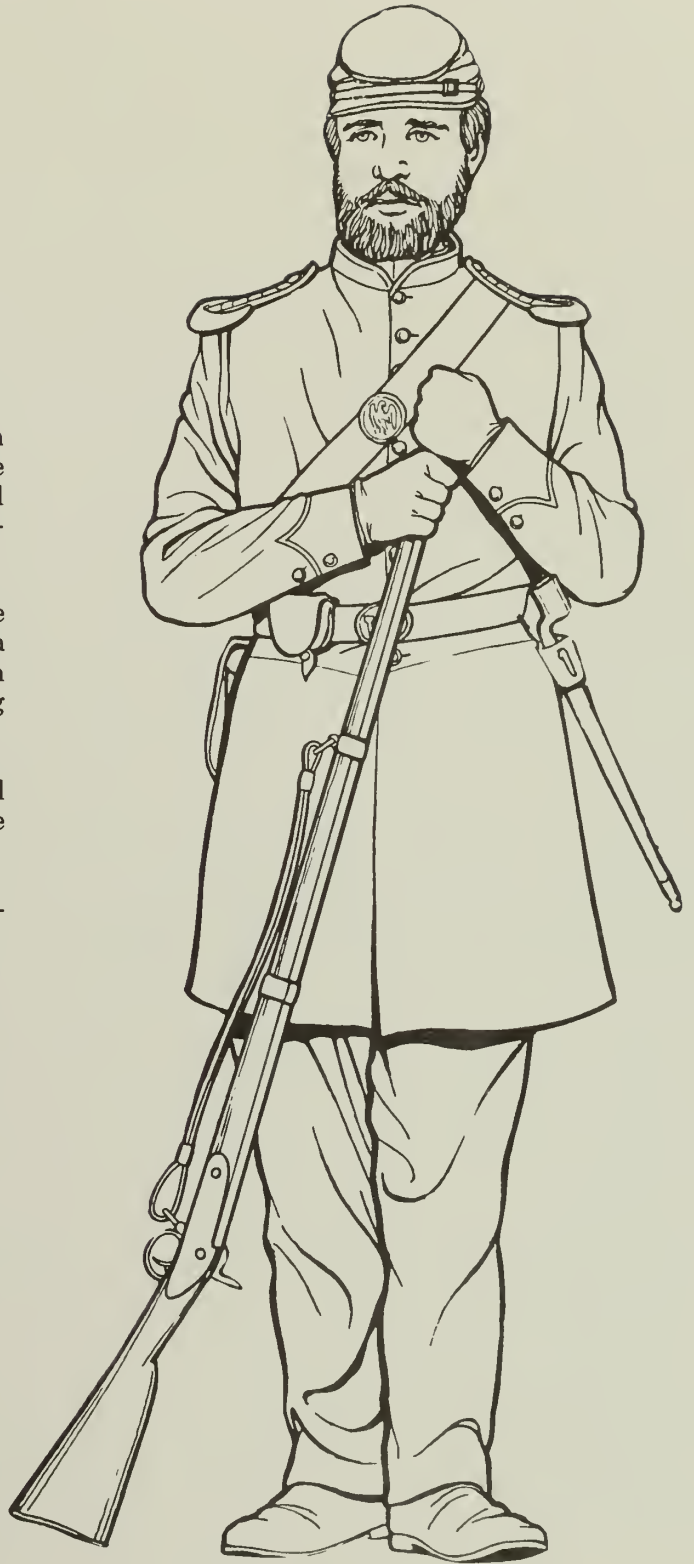
NO. OF PARTICIPANTS: 60 or less

BEHAVIORAL OBJECTIVES: Upon completion of this program, students will be able to describe the six major components of the Civil War uniform, and explain the role of the soldier at Fort McHenry during the Civil War.

PROGRAM: Students will meet a ranger inside the Star Fort. One student will be selected to model a Civil War uniform, while the ranger describes each component. A talk on Fort McHenry's role during the war will follow.

NOTE: Because this program deals with the Civil War, the 15-minute introductory film will not be shown.

PRE-VISIT ACTIVITY: Read "Baltimore Bastille," included in this guide.



History of Fort McHenry

Fort McHenry's history began in 1776 during the Revolutionary War. The people of Baltimore feared an attack by the British, and wanted to build a fort for protection. Anticipating an attack at any time, a fort of earthen mounds was constructed quickly. Originally, it was called Fort Whetstone, because of its location on Whetstone Point.

Whetstone Point was an excellent location for a fort for two reasons. It was located far enough from Baltimore to provide protection without endangering the city, and the area was a peninsula — a body of land surrounded on three sides by water. Constructing the fort on this site meant that enemy ships, sailing into Baltimore, would have to pass the fort first.

The Revolutionary War ended without an attack on Baltimore, but improvements to the fort continued. In 1798, A French engineer was directed by the Secretary of War to draw plans for a new fort on Whetstone Point. These plans were expensive, and it was difficult for the people of Baltimore to raise money for construction. However, James McHenry, a well-known politician, was instrumental in raising funds for the new fort. The fort was renamed "Fort McHenry" in his honor.

Fort McHenry became famous when the British tried to attack Baltimore during the War of 1812. When the bombardment began on September 13, 1814, there were 1,000 soldiers defending the fort. Some were federal soldiers who were stationed at

Fort McHenry all the time. Many were volunteers from the city of Baltimore. Their commanding officer was Major George Armistead. For 25 hours, the British bombarded Fort McHenry, but the fort's artillery fire kept the British away. Baltimore was saved.

In the 1860's the United States was torn apart by the Civil War. Union troops were stationed at Fort McHenry to help keep Baltimore out of the hands of those who would have Maryland join the southern cause. The fort's guns were turned toward the city. Fort McHenry was used as a prison where political prisoners suspected of being Confederate sympathizers were held, often without trial. Many Confederate soldiers were imprisoned at the fort as well.

In 1917 during the first World War, General Hospital No. 2 was established at Fort McHenry by the War Department. It was the largest military hospital in the country with over 100 temporary buildings to accommodate wounded American soldiers returning from the war in Europe.

When the war ended, the need for the hospital slowly diminished, and in 1925 the temporary buildings were torn down. Fort McHenry became a national park which today is administered by the National Park Service as the country's only National Monument and Historic Shrine. Exhibits around the fort will help you visualize life at Fort McHenry during the various stages of its history.



*3rd Artillery
War of 1812*



*Civil War
Artillery*



*Coast
Artillery
(early 1900's)*



*Medical
Corps
WWI*



*National
Park
Service*

Insignia of Organizations Stationed at Fort McHenry During Its History



The Defenders



The 1,000 men who defended Fort McHenry during the Battle of Baltimore were members of three fighting units. The first group were members of the U.S. Army “Corps of Artillery.” These men lived at Fort McHenry and were paid eight dollars a month for their services. The “Corps of Artillery” uniform consisted of a dark blue jacket called a “coatee.” It had a high red collar trimmed with yellow, and a single row of brass buttons down the front. In addition, the men were given a linen shirt, one pair of white summer trousers, and one pair of blue wool trousers. A stiff felt hat, called a “shako,” protected the soldier’s head, much as a helmet would.

Another group of defenders was the “Maryland Militia,” private citizens who felt it necessary to aid in the defense of the city. Militiamen were volunteers who were not paid until April 1813, when the militia was federalized for 30 days and released. From early August through September 20, 1814, the militia was federalized again, and the volunteers were paid and given rations. These men came from all walks of life — bakers, tailors, shipbuilders, merchants, bankers and lawyers. The uniform was a blue wool jacket with a red collar and cuffs, a white linen shirt and white trousers. Militiamen wore large, black felt

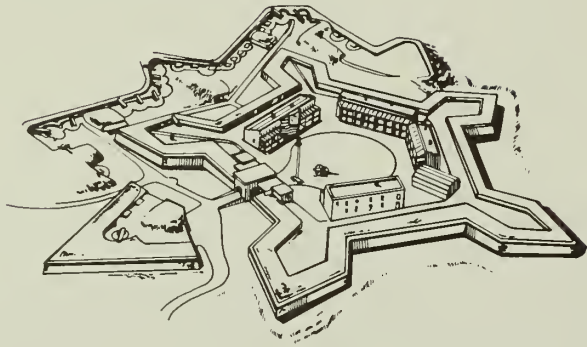
hats, trimmed in yellow, and adorned with a large red feather.

The third group were sailors from Commodore Joshua Barney’s Flotilla, which had been formed in 1813 to provide naval protection for the Chesapeake Bay. Sailors did not have a regular uniform. Sometimes the ship’s captain would decide what the crew would wear. It is likely, however, that many sailors wore blue wool jackets and vests. Their trousers, usually white, but sometimes blue striped, may have been made from linen or heavy canvas. Sailors wore hats that had been waterproofed with “tar” to protect the hat while at sea.

In spite of their different uniforms, the three groups of men had one thing in common — the protection of Baltimore from destruction. The bravery of these men and their skill in operating the cannons helped defend Baltimore. Cannon firing was a difficult and dangerous job. Artillery soldiers drilled long and hard, until they could load and fire the guns four times in one minute. There was always the possibility that a cannon might explode, killing the crew members. Often, men lost their hearing from the frequent, loud cannon blasts.



The Star Fort



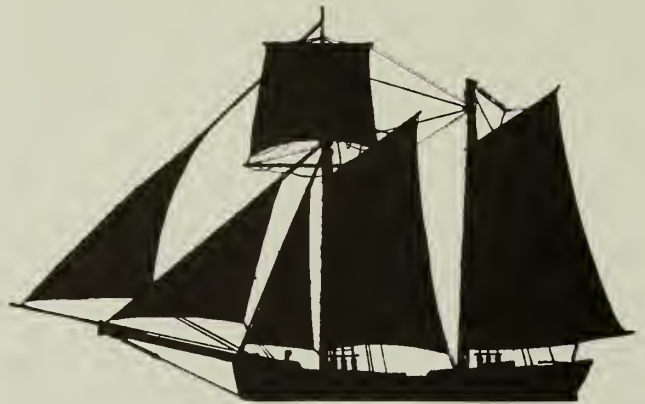
Fort McHenry was constructed between 1799 and 1802. It was built in the shape of a five-pointed star which was a popular design during that period. The star shape served an important function. Each point of the star was visible from the point on either side; and every area of land surrounding the fort could be covered with as few as five men.

The wall of Fort McHenry and the buildings within were constructed of brick. There were four barracks to house the garrison consisting of the Commanding Officers' Quarters, Junior Officers' Quarters, and two buildings for the enlisted men. A guardhouse stood next to the Commanding Officer's barracks. Here, soldiers of the Fort McHenry Guard lived and worked; sometimes unruly soldiers were confined in the guardrooms. The Powder Magazine, where the gunpowder was stored, stood between the Commanding Officer's Quarters and the Junior Officers' Quarters. The magazine was of solid enough construction to protect the gunpowder from sparks, fire and explosion.

During the 1830's, major improvements were made to the fort. Second stories were added to the barracks, and two new guardhouses were built on each side of the Sally Port, to replace the two earlier ones.

While you are visiting the fort, try to imagine how it looked during its early years.

Why Baltimore?



In the early 1800's, Baltimore was a fast growing harbor city. The population was close to 50,000. Many of the men worked in the city at skilled jobs such as sailmakers, ironworkers, shipwrights and merchants. Successful shipbuilding and the city's central location for trade helped to make Baltimore an important international seaport.

Meanwhile, France and Great Britain, at war with one another, had set up economic blockades to keep each other from getting important supplies. As a neutral carrier for both countries, America's merchant ships sometimes were caught in the blockades, and all of the goods would be confiscated by one or the other of the two countries. In addition, the British frequently captured American seamen and forced them to serve in the Royal Navy. Also, the Americans thought the British were encouraging the Indians in the West to attack frontier settlements. Shortly, the Americans became so angry with the way they were being treated that the United States declared war on Great Britain in June 1812 to protect "free trade and sailors' rights," and American rights on land.

When news of the Declaration of War reached Baltimore, some shipowners began turning their vessels into privateers. These privately owned ships were given permission from the government to capture British merchant ships. Soon, Baltimore was described as "a nest of pirates," and the British were determined to put an end to privateering.

Expecting a British attack, the people of Baltimore strengthened the city's defenses at Fort McHenry.



Francis Scott Key

Francis Scott Key was born on August 1, 1779, in western Maryland. His family was very wealthy and owned an estate called "Terra Rubra."

When Francis was 10 years old, his parents sent him to grammar school in Annapolis. After graduating at the age of 17, he began to study law in Annapolis while working with his uncle's law firm. By 1805, he had a well-established law practice of his own in Georgetown, a suburb of Washington, D.C. By 1814, he had appeared many times before the Supreme Court, and had been appointed the United States District Attorney.

Francis Scott Key was a deeply religious man. At one time in his life, he almost gave up his law practice to enter the ministry. Instead, he resolved to become involved in the Episcopal Church. Because of his religious beliefs, Key was strongly opposed to the War of 1812. However, due to his deep love for his country, he did serve for a brief time in the Georgetown field artillery in 1813.



During the War of 1812, Dr. William Beanes, a close friend of Key's was taken prisoner by the British. Since Key was a well-known lawyer, he was asked to assist in efforts to get Dr. Beanes released. Knowing that the British were in the Chesapeake Bay, Key left for Baltimore. There Key met with Colonel John Skinner, a government agent who arranged for prisoner exchanges. Together, they set out on a small boat to meet the Royal Navy.

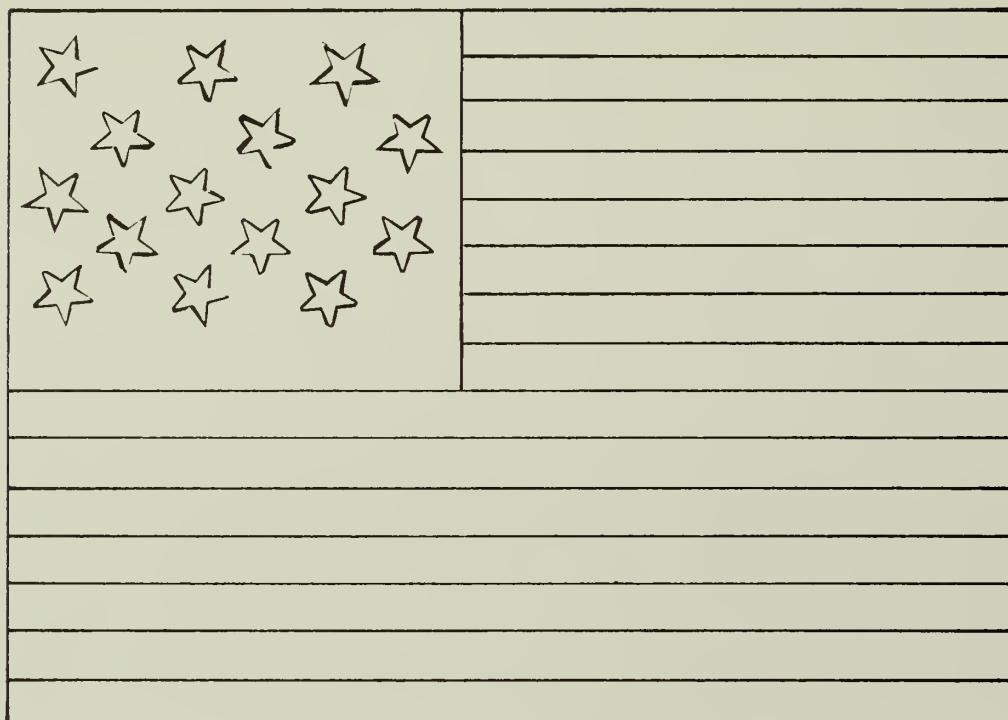
On board the British flagship, the officers were very kind to Key and Skinner. They agreed to release Dr. Beanes. However, the three men were not permitted to return to Baltimore until after the bombardment of Fort McHenry. The three Americans were placed aboard the American ship, and waited behind the British fleet. From a distance of approximately eight miles, Key and his friends watched the British bombard Fort McHenry.

After 25 hours of continuous bombing, the British decided to leave since they were unable to destroy the fort as they had hoped. Realizing that the British had ceased the attack, Key looked toward the fort to see if the flag was still there. To his relief, the flag was still flying! Quickly, he wrote down the words to a poem which was soon handed out as a handbill under the title "Defence of Fort McHenry." Later, the words were set to music, and renamed "The Star Spangled Banner." It became a popular patriotic song. It was not until 1931, however, that it became our national anthem.

After the war, Francis Scott Key continued to live a very religious life. He was well-liked by his friends and was active in society. On January 11, 1843, while visiting his daughter in Baltimore, Key died of pleurisy. To honor the author of "The Star Spangled Banner," there are monuments at Fort McHenry and on Eutaw Place in Baltimore, and at the Presidio in San Francisco, California.



Great Garrison Flag



During the War of 1812, the people of Baltimore were certain that the British would attack the city. Not knowing for sure when an attack would occur, they spent months preparing for it. Everything was made ready at Fort McHenry to defend Baltimore. But, there was no suitable flag to fly over the Star Fort. Major George Armistead, the commanding officer, desired "to have a flag so large that the British will have no difficulty in seeing it from a distance."

Major Armistead got his wish when General John S. Stricker and Commodore Joshua Barney ordered two flags, especially made for the garrison, from Mary Pickersgill, a well-known flagmaker in Baltimore. She worked relentlessly on the heavy, woolen flags, one of which was to be the largest battle flag

ever flown. It measured 30 feet wide by 42 feet long. The other flag, called a "storm flag," measured 17 feet by 25 feet.

The larger of the two flags had stripes two feet wide, and stars 24 inches from point to point. At that time, it was the practice to add one star and stripe for each new state joining the Union. In 1814, the official United States flag had 15 stars and 15 stripes.

The 30' × 42' flag was the one that Francis Scott Key saw on the morning of September 14, 1814. It inspired him to write the words to "The Star Spangled Banner." Today this flag is hanging in the Smithsonian Institution's National Museum of American History, Washington, D.C.



Baltimore Bastille

During the Civil War, Fort McHenry served as a Union transfer prison camp for southern sympathizers and Confederate prisoners of war. Prisoners were usually confined at the fort for short periods of time before being transferred to such large prisons as Point Lookout, Fort Delaware or Johnson's Island.

In May, 1861, Union officials began arresting Marylanders suspected of being Confederate sympathizers. Many were never charged with crimes and never received trials. Others were released after pledging not to "render any aid or comfort to the enemies of the Union," or by taking an oath of allegiance.

Life at Fort McHenry was very difficult. Each prisoner was given one blanket, but was denied bedding, chairs, stools, wash basins and eating utensils. They used tin cups, pocket knives, hardtack for a plate, and forks and spoons whittled from bits of wood. Prisoners received three meals each day: breakfast, consisting of coffee and hardtack, a second meal of bean soup and hardtack; and a main meal of coffee, 1/2 lb of salt pork or pickled beef, and hardtack. Occasionally, the meat would be rancid, and the hardtack moldy. Those prisoners who could afford to do so, bought fresh fruits, vegetables and comfort items from sutlers. Also, sympathizers from Baltimore sent large quantities of food, clothing, blankets and money.

The prisoners spent their time engaged in a number of activities. They formed literary societies and debating teams. Many made trinkets which they traded for extra rations. There were daily ball games and rat hunts. And some evenings, the prisoners staged shows.

Those imprisoned at Fort McHenry came from all classes of the civilian population and from all ranks of the military. Among the most prominent civilians detained at the fort were the marshal of the Baltimore City Police force and the board of police commissioners; the mayor of Baltimore; a former governor of Maryland; members of the House of Delegates from Baltimore City and County; the congressman from the 4th Congressional District; a state senator; newspaper editors, including the grandson of Francis Scott Key; ministers, doctors, judges and lawyers. Prisoners of war included privates, officers, chaplains and surgeons.

At times, the inmate population swelled to numbers that severely strained the prison facilities. In February 1862, there were only 126 prisoners at Fort McHenry. Early in 1863, the number of prisoners tallied 800. However, in July 1863, following the battle of Gettysburg, there were 6,957 prisoners. After the large Gettysburg influx was dispersed, the monthly total ranged from between 250 and 350 prisoners. During the last months of the war, the number dwindled sharply, and in September 1865, there were only 4 prisoners at the fort. At the end of 1865, only a small detachment of Union troops remained to handle routine maintenance.

In contrast to the high death tolls at other prisons, deaths at Fort McHenry were only 15. At least three men were executed at the fort. These included a Union soldier hanged for the murder of an officer; another, shot after having been found guilty of desertion and the attempted murder of several civilians; and a Confederate sympathizer found guilty of murdering two civilians while practicing guerrilla warfare.

Because of its role as a prison camp during the Civil War, Fort McHenry became known as the "Baltimore Bastille."



*Confederate
Soldier*

*Southern
Sympathizer*

**Prisoners at Fort McHenry
During the Civil War**



Notes



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THE FLAG

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A history of the American flag as it developed from the Union Jack into a totally different symbol of a new nation. Juvenile.

Quaife, Milo M., et. al., The History of the United States Flag from the Revolution to the Present, Including a Guide to Its Use and Display, Harper and Row, Publishers, New York, 1961. 182 pages.

A definitive and accurate record of the origins and development of the American flag and other important symbols associated with our national heritage. The authors separate fact from fancy and carefully analyse the many false stories that have grown up around the flag.

Smith, Whitney, The Flag Book of the United States, William Morrow and Co., Inc., New York, 1970. 297 pages.

Combines the history of the American flag and the flags of all fifty states. It covers state seals, important flags of U.S. government and armed forces, flag etiquette, and shows many of the historical flags that have contributed to the development of our flags today.

THE WAR OF 1812

Auchinleck, Gilbert, A History of the War between Great Britain and the United States of America During the Years 1812, 1813, 1814, Arms and Armour Press, California, 1972. 420 pages.

Reprint of the first edition which was published in 1855. A history of the war between the United States and Great Britain which is based on contemporary sources which are now virtually unattainable.

Cole, Henry L., The War of 1812. The University of Chicago Press, Chicago, 1965. 298 pages.

Examines the conflict from the British and Canadian as well as the American point of view, relating events in America to the Napoleonic Wars in Europe.

Lord, Walter, The Dawn's Early Light, W.W. Norton and Company, Inc., New York, 1972. 369 pages.

The story of a small, young, and not always wise America struggling against the most powerful nation in the world. It is a thrilling account of a young nation's struggle in defeat and victory.

Mason, Phillip P., ed., After Tippecanoe: Some Aspects of the War of 1812, Greenwood Press, Publishers, Westport, Connecticut, 1963. 100 pages.

Represents the views of six historians — three American and three Canadian — who concentrate upon the War in the Great Lakes region.

Taylor, George Rogers, ed., The War of 1812: Past Justification and Present Interpretations, Greenwood Press, Publishers, Westport, Connecticut, 1963. 114 pages.

Based upon the report of the Select Committee on Foreign Relations, excerpts from speeches in the Twelfth Congress and President Madison's war message of June 1, 1812, part 1 explains the causes of the War of 1812 as presented in 1811-1812, i.e., free trade, impressment, aggressive designs on Canada and Florida, responsibility for Southern economic depression and insults to national honor.

In part 2, modern historians evaluate these causes, raising a host of questions and indicating that the declared motives were not the real ones, but were presented merely to sway public opinion.

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A short illustrated history of cannon, emphasizing types used in America.

Peterson, Harold, L., Round, Shot and Rammers, Bonanza Books, New York, 1969. 125 pages.

Offers a brief introduction and general history of artillery from pre-Colonial times through the Civil War.



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Covers the important period of the development of a new nation and the corresponding growth of its military forces. It portrays the uniforms worn by the regular army and navy, the militia of various states, and the Mexican, British and French units that served in North America.

Kredel, Fritz and Frederick P. Todd, Soldiers of the American Army, Henry Regnery Company, Chicago, 1950.

Traces the history of the United States Army from the Revolution through 1954.

Lord, Francis A., Uniforms of the Civil War, Thomas Yoseloff Ltd, Cranbury, N.J., 1970. 171 pages.

Discusses the uniforms worn by the U.S. Army, the U.S. Militia, special U.S. units, the Navy and Marine Corps and the Confederate Army, Navy and Marine Corps. There is a chapter devoted to prisoners, bushwackers, deserters and veterans.

THE CIVIL WAR

Manakee, Harold R., Maryland in the Civil War, Garamond/Pridemark Press, Baltimore, 1961. 163 pages.

Begins with John Brown's Raid, ends with the assassination of Abraham Lincoln and deals with Maryland, vastly important to the North because of its location.

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A diary of unusual historical and literary value, written by a prominent Baltimorean and journalist who used his newspaper to influence public opinion toward a pro-Southern, anti-administration view of the Civil War. It is a marvelously intimate story of men and events during a crucial period in American history.



